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Necessary for Right Thinking," "The Teaching Process," "The Recitation," "Subject-Matter," "Vocational Education," "Vocational Guidance," "The Child's Ability Known and Utilized," "The Fundamental Concept." Judging from the array of topics covering almost every phase of education plus considerable psychology, one concludes that the authors in looking for a title to indicate the contents of their volume finally gave up in despair and concluded to let the material in the first chapter usurp this function, as is often done in books which deal with nothing in particular.

The work contains little that has not been said over and over again during the past fifteen years. One sometimes wonders when the end of such books is coming. It is to be hoped that the present high price of paper and labor will curtail the output somewhat. Such discussions are the best evidence possible to the outsider that teaching is not a profession and education is not a science. As long as young teachers are fed on the educational food found in treatises of this type, they will never develop an appetite for real scientific material, and as long as publishers are willing to supply the teaching public with works on educational subjects which haven't even the earmarks of a science, the subject of education will remain in the unscientific state in which it is now floundering in some localities.

HITCHCOCK, ALFRED M. *Composition and Rhetoric*. New York: Henry Holt & Co., 1917. Pp. x+575.¹

This volume resembles other texts by the same author in its emphasis upon practical composition. Part I contains 190 pages dealing with exercises in simple composition. The conventional phases of the subject are treated through carefully graded tasks in composition accompanied by much drill. In addition to the usual topics this section contains an interesting chapter on "Journalism" and another on "Story Telling." Part II contains over 200 pages dealing with "Words and Sentences." The treatment of these elements of composition is unlike the customary formal treatment of them. Unified lessons presenting practical difficulties and instruction in mastering them are characteristic of this section. Grammar is dealt with in the concrete. Part III, though entitled "Principles of Rhetoric," deals with what many writers call "qualities," such as "purity," "clearness," "force," "beauty," etc. I regard the author's departure from the more or less standard nomenclature as unfortunate. Part IV consists of about 100 pages devoted to a "Study of Literature." It is an effort to emphasize the possibilities of correlation of literature and rhetoric. Such correlations are frequently questionable, the principles of the two subjects being quite distinct. The present treatment testifies that an effort to unite them is forced. Literature has too long been made the tool of composition and rhetoric. The book is, notwithstanding, a usable text. The chapters themselves are arranged in unified groups, more or less independent, and for this reason it is more adaptable than most texts.

¹ This and the following review were contributed by L. V. Cavins, Fellow in Education, University of Chicago.